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|  | Monday | Tuesday | Wednesday |
| **Morning Meeting**  **(8:30 – 8:50)** | LABOR DAY/ NO SCHOOL | **Greeting**-Greeting each other using the Rhythm Greeting pg. 170 in Morning Meeting Book.  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Nonverbal lineup  **Morning Meeting**—Factors of the number/product 48 | **Greeting**-Greeting each other using the Rhythm Greeting pg. 170 in Morning Meeting Book.  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Nonverbal lineup  **Morning Meeting**—Define three adjectives that describe you or a friend |
| **Character Education**  **(25 minutes)** |  | Respect—What it looks like and how does it sound.  Students will demonstrate appropriate and an inappropriate way. | Students will illustrate or write examples on how to show respect |
| **Reading/ELA**  **(90 minutes)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration |  | Students will read Student Handbook aloud. Teacher will clarify and answer any question the students may have about the handbook.  Students make a list of classroom rules that they feel would be beneficial to our classroom  Teacher uses the smartboard to record students rules | Students will write their expectations of me and will read together my expectation of them.  **R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context**.  Students will complete short assignment on comprehension from MEAP Focus book |
| Homework/Reading  (Mon and Wed) |  |  | Word Study homework from MEAP Jumpstart book pg. 5 |
| Homework/Writing  (Tues and Thurs) |  | Students will be given a picture prompt—Autobiography |  |
| **Break (15 minutes)**  Bathroom/drinks/movement activity |  |  |  |
| **Social Studies**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration |  | ½ day of school | **5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.**  **(C)** Discuss the Constitution and why it’s important.  Students will view the Bill of Rights on the smartboard and rewrite them in their own words.  Students will write a brief paragraph about what it would be like with no rules (home, school)  Teacher connects this to the importance of why the Bill of Rights are so important. |
| **Lunch/**  **(30 minutes)** |  |  |  |
| **Mathematics**  **(60 minutes)**  Reading/Writing integration  Speaking/listening/viewing integration  Technology integration |  |  | **N.FL.05.04 Multiply a multi-digit number by a two-digit number**;  Students will take a pretest on multiplying two—three digit numbers  Teacher will model a variety of ways to solve multiplication  Allow students to work out a few problems on smartboard [www.ixl.com](http://www.ixl.com)  Play the game “I Have Who Have” |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration |  |  | **P.EN.06.11 Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill, food energy).**  Teacher models kinetic energy from potential energy and show student examples on internet.  Students demonstrate other ways to show the two types of energy.  Students make a Venn diagram to list similarities and differences of the types of energy and then write a paragraph |
| **Other Subjects**  **(indicate times)** |  |  |  |

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|  | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**-Greeting each other using the Rhythm Greeting pg. 170 in Morning Meeting Book.  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Nonverbal lineup by birthdays  **Morning Meeting**—Find three nouns in the paragraph. Is it proper or common? | **Greeting**-Greeting each other using the Rhythm Greeting pg. 170 in Morning Meeting Book.  **Sharing**-Students will share “Good Things” and three students will ask questions or make comments.  **Group Activity**—Nonverbal lineup by last names  **Morning Meeting**—Identify prime and composite numbers |
| **Character Education**  **(25 minutes)** | Students will discuss what self-respect is.  Students complete social contract for classroom (Expectations) | Students will write and draw examples on how to demonstrate self-respect  More on rules and consequences  Inner/Outer Circle---Getting acquainted—Likes and dislikes |
| **Reading/ELA**  **(90 minutes)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration | Students will read classroom procedures and routines.  Students will write/create a list of procedures that they would like to add.  Students will be allowed to present/share procedures to class.  Students will learn how to properly sit and listen to the speaker.(Teacher Models)  **R.WS.05.01 explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context**.  Students will complete short assignment on Word Study out of the MEAP Focus book | Students continue to read Student Handbook aloud  Teacher go over classroom and behavior expectations as well as consequences  Students write what they think the consequences should be for not following the social contract |
| Homework/Reading  (Mon and Wed) |  |  |
| Homework/Writing  (Tues and Thurs) | Write rough draft of autobiography |  |
| **Break (15 minutes)**  Bathroom/drinks/movement activity |  |  |
| **Social Studies**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.**  Students will continue to discuss more on the Bill of Rights.  Students will create a foldable and write the definition of each  Students will work in groups to draft their own "Bill of Rights." How does your list compare to the actual Bill of Rights? | **6-C4.3.1 Explain the geopolitical relationships between countries.**  Students will learn and discuss 911. Teacher will show user-friendly video and pictures.  Students will write their reaction to the video and pictures  [www.unitedstreaming.com](http://www.unitedstreaming.com) |
| **Lunch/**  **(30 minutes)** |  |  |
| **Mathematics**  **(60 minutes)**  Reading/Writing integration  Speaking/listening/viewing integration  Technology integration | **D.AN.05.03 Given a set of data, find and interpret the mean (using the concept of fair share) and mode.**  Students will learn how to identify the mean, median, and mode in a data set of numbers  Teacher models first and make a chart students can refer back to.  Students must write how they were able to solve at least two problems that they have completed  Allow students to share | **Scantron Assessment---**  Students will complete assignment on adding and subtracting with decimals  Students will write out how to solve step-by-step problems as such:  45.20 + 18= ?  Students will complete textbook problems on Ch. 2 in McGraw-McMillan book |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | Students will illustrate kinetic a describing the illustration and potential energy and write a paragraph. | Students will complete assignment in Harcourt Science book /Book E  and watch a video  [www.unitestreaming.com](http://www.unitestreaming.com) |
| **Other Subjects**  **Indicate times)** |  |  |
| **Evaluation/Assessment** |  | Make anecdotal notes, informal observations, ask inquiries to check for understanding, notebook check, one-on-one, teacher/ student conference |